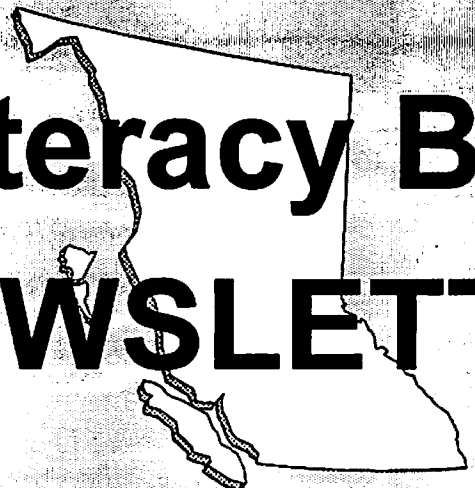




Literacy B.C. NEWSLETTER

November 1996

Volume 2, Number 3

Reading the Future: Literacy in Canada

Literacy is important: it rewards those who are proficient and penalizes those who are not. For the individual, literacy affects employment success, income and life chances.

Those are some of the conclusions of a report on the literacy skills of Canadians, released by Statistics Canada and the National Literacy Secretariat on September 12. *Reading the Future: A Portrait of Literacy in Canada* provides a detailed analysis of the Canadian data collected during the International Adult Literacy Survey (IALS) in 1994.

Internationally, IALS was designed to measure and compare adult literacy skills in seven industrialized countries: Canada, the United States, Germany, the Netherlands, Poland, Sweden, and Switzerland. A report of the international results, *Literacy, Economy and Society*, was released in December 1995.

In Canada, IALS was also designed to expand on the Survey of Literacy Skills Used in Daily Activities (LSUDA) conducted by Statistics Canada in 1989. *Reading the Future* addresses some of the policy issues raised by LSUDA by exploring the relationship between literacy and factors such as education, income, occupation, and the use and practice of skills at work and at home. The report also includes an analysis of literacy levels in Canada by region and official language.

Data from IALS indicate that literacy levels in Canada have not substantially changed in the five years since LSUDA. *Reading the Future* is intended to demonstrate the importance of literacy to individuals, the economy, and society, and to identify signposts for the development of policies that will support literacy in Canada.

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"Reading the Future" from page 1

IALS defined literacy as: *Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.*

This definition reflects the fact that literacy means more than the basic ability to read and write. Literacy requires different skills to understand and use information in a variety of reading material.

IALS developed three broad categories to measure these different skills:

- ◆ **Prose literacy:** the ability to understand and use information from texts such as newspaper articles, instructional manuals, poems and fiction.
- ◆ **Document literacy:** the ability to locate and use information found in formats such as job applications, transportation schedules, maps, tables, and graphs.
- ◆ **Quantitative literacy:** the ability to use arithmetic to perform tasks such as balancing a chequebook, verifying an invoice, or determining the amount of interest on a loan from an advertisement.

Over 5,600 Canadians aged 16 and over voluntarily participated in the survey and were tested in their choice of English or French. Respondents completed specific tasks which focused on literacy skills used in daily life such as:

- ◆ reading instructions on how to use a new piece of equipment at work
- ◆ decoding labels on hazardous waste containers
- ◆ reading software manuals or following the instructions on a bottle of medicine

- ◆ scanning a computer screen while using an automatic teller machine

Respondents were then grouped into five levels in each category. Level 1 represents the lowest level of literacy and Level 5 the highest.

Some of the key findings are:

Literacy and the education connection

- ◆ There is a clear and strong connection between literacy and education. Education typically increases people's literacy skills in all three categories.
- ◆ The majority of recent school graduates have strong literacy skills. Those who left school without a diploma clearly have lower skills, especially on the quantitative scale.
- ◆ Education does not "fix" literacy forever. Many Canadian adults (about one-third) do not fit the general pattern: they have higher or lower skills than their education suggests.

Use it or lose it

- ◆ Literacy is not a skill that is learned in school and then remains consistent over a lifetime.
- ◆ Practice and life experience are as important as education in developing literacy: "Literacy can be influenced by what people choose to do after leaving school . . . Individuals can lose skills after the end of schooling through lack of use, or they can gain skills through practice and additional training, even with minimal formal education."

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The literacy skills of Canadians and British Columbians

		Level			
		1	2	3	4/5*
		%			
Prose Literacy	Canada	22	26	33	20
	B.C.	19	24	35	22
		Level			
		1	2	3	4/5
		%			
Document Literacy	Canada	23	24	30	22
	B.C.	20	29	27	25
		Level			
		1	2	3	4/5
		%			
Quantitative Literacy	Canada	22	26	32	20
	B.C.	21	23	34	23

* Levels 4 and 5 are combined because so few people tested at Level 5 that the distinction between the two levels could not be supported with the available sample size.

How to interpret the levels

Level 1 - Most Canadians at this level can read but have serious difficulty dealing with printed materials. They most likely identify themselves as people who have problems reading. Almost 50% of Canadians at Level 1 have some books at home and nearly all have a dictionary.

Level 2 - Canadians at this level can deal with material that is simple and clearly laid out when the tasks involved are not too complex. They read, but not well. Their literacy skills may be adequate for the present, but they would find it

difficult to learn new job skills requiring a higher level.

Level 3 - Canadians at this level have reading skills effective for many situations and jobs. Clerical workers, for example, may have adequate skills for their jobs at Level 3, but some jobs require higher skills. Level 3 is considered the minimum desired level of literacy for Canadians.

Level 4/5 - Canadians at this level have a wide range of reading skills and can easily deal with a variety of complex material.

Literacy and the work connection

- ◆ Literacy contributes to individual economic success. Individuals with higher skills earn more money, work more weeks per year, and are unemployed less than those with low skills.
- ◆ Jobs cause literacy as much as they require it. The majority of Canadians do most of their reading at work. The unemployed, and workers in jobs where they lack the opportunity to use their literacy skills, end up with lower levels of literacy.
- ◆ Unemployed people are three times more likely to be at Level 1 than people who are working.
- ◆ Industries that have experienced growth employ workers with relatively high skills. Workers in declining industries have lower skills.
- ◆ The unemployed, and workers in declining industries who face unemployment, need further education and training because low-skilled jobs are disappearing. Without it, they will find it difficult to meet the high skill demands of growing occupations and industries.
- ◆ Social assistance recipients will also find it increasingly difficult to enter the workforce because they have markedly lower skills than other Canadians: over one-third of people who receive social assistance are at Level 1 and less than 10% are at Level 4/5.

- ◆ Adult education and training are primarily directed at, and accessed by, the already skilled.

Literacy and the global economy

- ◆ Compared with some countries, Canadians test at lower levels in both document and quantitative literacy. These skills are particularly important to success in an information economy.
- ◆ Canadian skilled craft workers and machine operators have lower literacy levels than their counterparts in Germany and the Netherlands. They also read less on the job.
- ◆ Evidence from Canada suggests that literacy is not sufficiently developed "to unlock the benefits of globalization."

Literacy from region to region

- ◆ Generally, there are large numbers of adults with high literacy skills in the western provinces and large numbers with low skills in the east. Much of this regional difference in literacy levels simply reflects differences in educational attainment.

Literacy from generation to generation

- ◆ Canadians educated before World War II generally have lower literacy skills than those educated after the war. In large part, this is explained by a lower level of educational attainment among older Canadians.
- ◆ There are more than 1.6 million seniors in Canada at Level 1.

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"Reading the Future" from page 4

◆ Only 15% of adults between the ages of 56 and 65 reported that they had participated in adult education and training. Yet, 38% of this group have Level 1 skills and another 25% are at Level 2.

Literacy and immigration

◆ Canada is characterized by large numbers of immigrants with both high and low levels of skill. This makes us unique among all the countries which participated in the international survey. In every country, including Canada, there are significant numbers of immigrants at Levels 1 and 2. Only in Canada, however, is the proportion of immigrants with Level 4/5 skills (in English or French) higher than the proportion of non-immigrants.

Literacy and society

◆ 22% of adults at Level 1 reported that they have excellent reading skills. Without a realistic sense of the adequacy of their skills, Canadians may not make sound choices about participation in adult education or training or realize the extent to which they are at risk if they lose their current jobs.

◆ Literacy is not just an economic issue. It also affects social issues such as health, justice and safety.

◆ Literacy helps people maintain their independence and quality of life and enhances their ability to actively take part in society. 

What's next for IALS?

In Canada, ten additional papers are planned to explore the IALS data in greater depth. The papers will look at specific issues such as youth unemployment and specific target groups such as seniors.

Internationally, IALS data have now been collected in 12 countries. Fifteen additional countries plan to use IALS to survey the literacy skills of their populations in the fall of 1997.

We will continue to keep you informed about IALS developments in the *Literacy B.C. Newsletter*. Literacy B.C. is also planning regional roundtable discussions on IALS over the next several months. Watch our newsletter for more information.

Where can you get more information on IALS?

The two IALS reports, *Reading the Future: A Portrait of Literacy in Canada* (1996) and *Literacy, Economy, and Society* (1995), are available on loan from Literacy B.C.

We also have copies of *Highlights from the Canadian Report* for distribution.

Contact Literacy B.C.:

Phone: 1-800-663-1293

Fax: (604) 684-8520

E-mail: literacy_bc@douglas.bc.ca

Challenging the Myths About Literacy

Following are key passages from a speech given by Jim Page, guest speaker at the Literacy B.C. Annual General Meeting on October 25, 1996 in Vancouver. Jim Page is the Executive Secretary of the National Literacy Secretariat, and the Office of Learning Technologies, Human Resources Development Canada.

IALS has already proven to be the most important study on literacy undertaken in Canada to date. As an international collaborative study it will affect the way that other nations of the world think about literacy.

IALS places literacy at the heart of learning, and social, cultural and economic well being. The two IALS studies advance our understanding of literacy in revolutionary ways. Why revolutionary? Because IALS debunks some long-held myths while challenging conventional wisdom about adult literacy. Because IALS provides new insights into how skills are acquired and lost. And because IALS presents the first measures of literacy across cultures, languages and nations.

IALS provides the perspective to identify and to analyze, in greater depth than previously possible, factors which contribute to or inhibit the development of literacy skills.

IALS says to macroeconomists, to senior policy makers, to politicians at all levels, to bureaucrats, to business people, and to the media that literacy matters more to individuals and to countries than anyone ever thought possible, certainly more than people have been willing to recognize until now.

Literacy is at the heart of every Canadian's ability to participate as a full citizen in our society. IALS provides insights for education and economic policy, labour and training policy, social policy, and health and criminal justice policy.

IALS encourages business to think of literacy as the strategic asset that will allow Canada to prosper, to obtain its share of high-wage, high-skill jobs from the global economy.

IALS says clearly to business that the literacy of their workers is an asset that must be nurtured as carefully as all other assets if Canada and Canadian-based enterprises are to be competitive.

What should catch our attention is the growing gap between the profile of the high literacy skills required by jobs in the new economy on the one hand, and the comparatively low level skills of our workforce on the other.

The messages IALS carries to individuals are relatively simple: **Stay in school - Be a lifelong learner - Use it or lose it.** ☐

Lick the stamp and stick with literacy



Donate a nickel to family literacy by purchasing the stamp with a hole!

Pick up the family literacy stamp wherever stamps are sold. The stamp's special feature is a hole shaped like a piece of a child's puzzle which has been cut out of the centre.

This issue of the *Literacy B.C. Newsletter* is mailed to you with the new family literacy stamp. "Literacy Begins at Home" is the theme of the 45 cent stamp which sells for 50 cents. The extra nickel will be donated to support family literacy programs or projects in every province.

Ten million stamps have been produced and will be on sale until March 1997. If all the stamps are sold, approximately \$500,000 will be raised for family literacy.

The stamp is the result of a partnership between Canada Post and ABC CANADA. Canada Post created the stamp as a fund raising vehicle and ABC CANADA is marketing the stamp and will distribute the funds.

ABC CANADA is a national, non-profit organization founded in 1990 to raise awareness of adult literacy issues. 

Help ensure a brighter future for children and their parents by using the family literacy stamp. Here are some suggestions:

- ◆ Use the family literacy stamp to mail your Christmas cards this year.
- ◆ Tell all your friends and relatives about the stamp.
- ◆ Give your postage meter a break! Use the family literacy stamp to mail your correspondence for one day.
- ◆ Donate some family literacy stamps to your local literacy group.

Resources

All the resources reviewed in this newsletter are available on loan from Literacy B.C.

Making Connections: Literacy and EAL (English as an Additional Language) Curriculum from a Feminist Perspective

This book of literacy and EAL curriculum encourages women to think about, and make changes in, their lives.

The book was recently published by the Canadian Congress for Learning Opportunities for Women (CCLOW), a national feminist organization concerned with learning opportunities for women and the empowerment of women.

Fifteen literacy workers from across Canada created the curriculum on topics such as: herstory, role models, self-esteem, cross-cultural awareness, safer sex, songs about women's issues, and women's way of learning. Each topic contains readings and activities for

literacy and EAL learners. A cassette tape of songs used in the text accompanies the book.

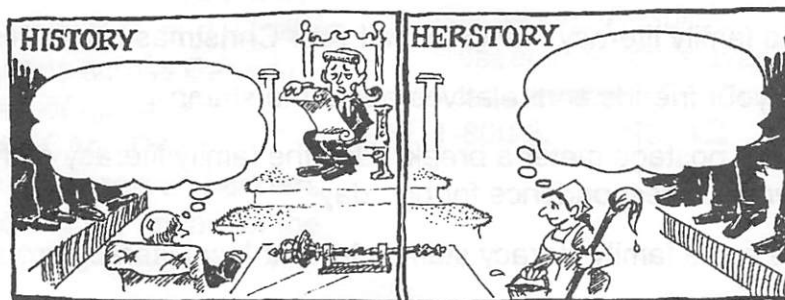
Much of the curriculum is designed to help women who have experienced violence or abuse take part in literacy programs. The book is also designed to help instructors and tutors deal with these painful issues by exploring the links among feminism, literacy, violence, and women-centered curriculum.

Order *Making the Connections* for \$32.04 (including GST and shipping) from:

CCLOW
47 Main Street
Toronto, Ontario M4E 2V6
Phone: (416) 699-1909
Fax: (416) 699-2145
Email: cclow@web.apc.org

Herstory or History?

Think of a time in the past. Try to imagine how women and men may have seen things differently. Show what men and women may have thought when women got the vote.



Resources

Canadian Literacy Thesaurus: Second Edition

A second edition of the *Canadian Literacy Thesaurus/Thesaurus canadien d'alphabétisation* - a bilingual tool designed to help organize and find documents in the adult literacy field - was recently published.

The thesaurus was produced by the Canadian Literacy Thesaurus Coalition, with the assistance of an advisory committee representing English, French and bilingual members of the Canadian literacy community.

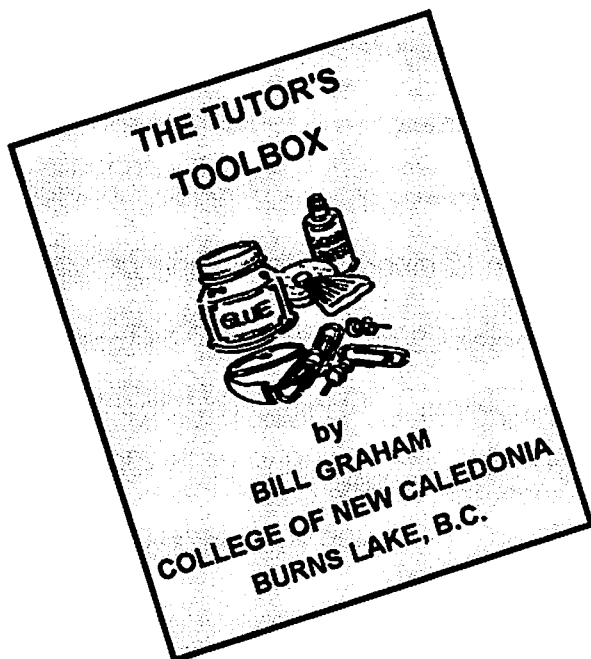
The thesaurus was first published in 1992. The second edition contains 270 new descriptors for a total of 3,800 descriptors in English and French (1900 in each language).

The thesaurus is intended to be used to search for information in existing sources such as printed or computerized indexes. It can also be used to create new sources of information, such as bibliographies and reading lists, and to index documents about literacy. The thesaurus will be useful "to all individuals who wish to access literacy collections, index their own materials, or familiarize themselves with Canadian terminology in the field."

Order the thesaurus for \$40.00 (including GST and shipping) from:

Centre FORA
533 Notre-Dame Street
Sudbury, Ontario P3C 5L1

Phone: (705) 673-7033
Fax: (705) 673-5520



Thanks to the Ministry of Education, Skills and Training for giving Literacy B.C. a grant to reprint *The Tutor's Toolbox*. The *Toolbox* is a product of the B.C. literacy cost-shared program.

This handy field guide makes a great gift for tutors. It presents 25 useful techniques for tutoring literacy and ESL learners.

The Tutor's Toolbox was widely distributed to the B.C. literacy field this fall. We still have copies to give away. Phone: 1-800-663-1293.

Resources

Onward and Upward: Moving Towards a Goal with Adult Basic Education: ABE Student Outcomes Project, 1994-95 Report

This is the report of the second phase of a research project designed to obtain information from students about how ABE can better meet their needs.

The ABE Student Outcomes Project is a three-phase project managed by a steering committee of ABE faculty and administrators from B.C. community colleges, with the assistance of personnel from the Ministry of Education, Skills and Training, and the Advanced Education Council of B.C. A report of the initial pilot phase of the project was published in 1995.

The second phase of the project tracked the progress of over 2,000 new students at 12 B.C. colleges and institutes over 13 months. The students were surveyed three times between September 1994 and October 1995.

Some of the report's findings are:

◆ Why do students enroll in ABE?

The majority (75%) of students have long-term occupational goals. They see their participation in ABE as a deliberate move forward towards a new goal, such as qualifying for a particular program or preparing for a career.

◆ What do students gain from ABE?

Almost all students found their ABE program useful. 97% would

recommend the program to a friend. Specifically, students reported that they had: developed better study skills (82%); improved their self-esteem and confidence (80%); increased their math skills (75%); and gained more choices in life (74%), among other results.

◆ What problems do students face?

Students reported that life outside of school presented the most significant obstacles to their continued study and success. ABE students need to manage conflicting demands on their time: 41% of students were employed while attending classes, with 29% working more than 15 hours every week. Specifically, students had problems such as: managing home and family responsibilities (62%); finances (25%); finding quiet home study space (22%); and fear of not succeeding (12%).

◆ What were students doing 13 months after starting ABE? The report identifies two distinct groups of ABE students with different profiles after 13 months.

After 13 months, the majority of "short-stay" students - in ABE up to six months - were employed. Of those who were still studying, 41% were taking university level courses. "Short-stay" students tend to be younger, to work more while going to school, and to move into university level programs quite quickly.

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Resources

"Onward and Upward" from page 10

After 13 months, the majority of "long-stay" students - in ABE seven months or longer - were still going to school. 49% were still in ABE. "Long-stay" students generally attend full-time and are more likely to require financial assistance.

◆ **How can ABE be improved?** The report suggests there is a need for support networks to help ABE students manage their lives while they attend school. For example, students could benefit from counselling when they start ABE to assist them in dealing with issues such as finances and childcare. Students beginning at the fundamental and intermediate levels of ABE especially require a more supportive environment.

Copies of the full report and a summary are available free of charge from:

The Advanced Education Council of B.C.
Suite 950 - 409 Granville Street
Vancouver, B.C. V6C 1T2
Phone: (604) 895-5080
Fax: (604) 895-5088

Copies of the summary are also available from Literacy B.C. Phone: 1-800-663-1293.

First Nations Literacy Theme Units: An Instructor's Guide

This book contains five literacy theme units designed to provide First Nations adults with the opportunity to examine their place in the world as they improve their literacy skills.

The book was funded through the B.C. literacy cost-shared program and sponsored by the Association of Aboriginal Post Secondary Institutes (AAPSI) Education Resource Centre; the Open Learning Agency; and the Prince George Native Friendship Centre.

The theme units focus on: learning how to communicate effectively; exploring Canadian history from a First Nations perspective; researching the history and development of First Nations communities; introducing learners to literature through the works of First Nations writers; and making sense of the B.C. legal system.

Copies of the guide are available free of charge while supplies last. Contact:

Maureen Malcolm
Open Learning Agency
4355 Mathissi Place
Burnaby, B.C. V5G 4S8
Fax: (604) 431-3388



Resources

The Job Guide: A Tool for Career Planning in B.C.

This guide to job and career options in B.C. is written in plain language for job seekers with moderate reading skills.

The Job Guide was first published in 1992 and funded by the B.C. literacy cost-shared program. This revised edition (1995) was funded by the Adjustment Programs Branch of the (then) Ministry of Skills, Training and Labour.

The Job Guide focuses on jobs that require two years or less of full-time post-secondary education (or the part-time equivalent), or apprenticeship training. It includes 25 job groupings displayed in two-page spreads. Each spread provides brief descriptions of jobs in the grouping, their educational requirements, an occupational profile, and information on the job market.

Job areas in the guide include: communications, construction, fishing, food services, mechanics, office/business administration, and recreation/tourism.

The revised edition gives updated job market information on the projected growth rate and expected annual openings for each job until 2001. It also indicates possible avenues for self-employment.

Order *The Job Guide* for \$7.25 (plus GST and shipping) from:

Open Learning Agency Marketing
Department
4355 Mathissi Place
Burnaby, B.C. V5G 4S8

Phone: 1-800-663-1653 toll free in B.C.
Fax: (604) 431-3381

The Peanut Butter and Jelly Guide to Organizing a Homework Club

This little booklet will help you organize a homework club for kids in your neighbourhood.

The booklet was produced by the Frontier College Youth Service Canada (YSC) project. Frontier College is one of Canada's oldest adult education organizations and has been assisting people to improve their reading and writing skills since 1899. The YSC project runs 12 homework clubs in Toronto.

Homework clubs provide a safe place for kids to do their homework with support from adult volunteers. The clubs are designed to help kids who hate homework and usually have trouble reading and writing.

Order the guide for \$5.00 (plus GST) from:

Frontier College Press
35 Jackes Avenue
Toronto Ontario M4T 1E2

Phone: 1-800-555-6523
Fax: (416) 323-3522 

Learners Talking to Learners

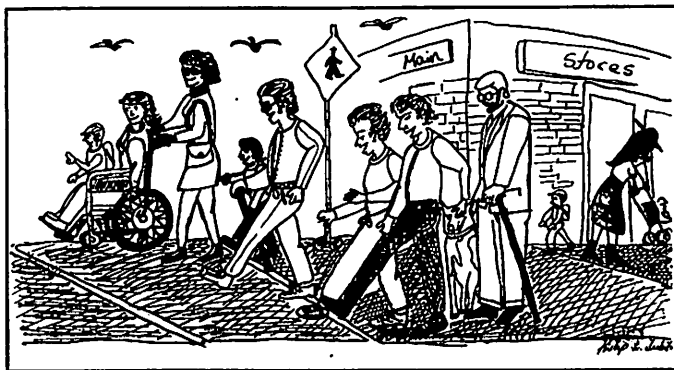
Learners Talking to Learners 1996

This is a collection of reports by learners about the 31 learner events held in B.C. in 1996. The events are funded by the B.C. literacy cost-shared program.

The events included: a field trip to the B.C. Museum of Mining in Britannia Beach; the development of a cookbook of family recipes and stories; publication of a magazine; a first aid course; the writing and staging of a play; and Walks for Literacy in Fernie and Vancouver.

In this workshop we learned how to cope with fears, risks and dreams in everyday life. To make dreams come true we have to take a lot of risks. If we have low self-esteem we won't be willing to take those risks. - from a learner event at the College of the Rockies in Cranbrook.

Copies of the report are available from Literacy B.C. Phone: 1-800-663-1293.



**Walk for Literacy
June 9, 1996
Vancouver**

Hold a learner event in 1997!

Literacy learner groups in B.C. are invited to apply to take part in this year's "Learners Talking to Learners."

Learner events "...give learners a chance to have a voice, share ideas and experiences, learn about the skills they have, and learn new skills," says Wendy Koivisto, Student Chairperson of the Learner Events Advisory Committee.

The guidelines for the events include:

- ◆ at least half of the planning committee must be learners
- ◆ the report must be written by learners
- ◆ events must take place by May 31, 1997
- ◆ applications must be mailed by November 29, 1996. (If you need an extension of the deadline, contact Joyce Cameron below.)

Proposals will be assessed by the Provincial Learner Events Advisory Committee, composed of six learners and six practitioners.

For further information, contact:

Joyce Cameron, Project Coordinator
Learners Talking to Learners
c/o 707 - 12th Street
New Westminster, B.C. V3M 4J7
Phone: (604) 439-7714

Applications were distributed to the B.C. literacy field in October and are still available from Literacy B.C.
Phone: 1-800-663-1293.

B.C. Literacy Cost-Shared Projects

The B.C. Ministry of Education, Skills and Training (MOEST) and the National Literacy Secretariat are funding 57 literacy cost-shared projects in B.C. for 1996/97.

The announcement of the \$1.4 million funding was made by Moe Sihota, Minister of Education, Skills and Training in a ceremony at Vancouver Community College on September 9.

"The programs made possible by this funding are all helping strengthen literacy skills...across B.C....through personalized tutoring, televised programming, participation in reading circles, working with mentally handicapped adults or low-income seniors, or simply sharing resources," said Sihota.

The 57 projects are shared by 15 B.C. community colleges and the Open Learning Agency. Project activities include: development of learning materials, technology and distance education, regional coordination, research, public awareness, workplace literacy, aboriginal literacy, and family literacy.

This year the provincial portion of the cost-shared program includes funding for program delivery. This is a direct response to recommendations made by the B.C. literacy field at a consultation held in October 1995 to re-examine the cost-shared project process. Twenty-three projects in 11 regions of B.C. will deliver literacy services to First Nations communities, shoreworkers, and people

with learning disabilities, among others.

For information about the cost-shared fund and application procedure, contact:

Audrey Thomas
Coordinator, Adult Literacy Programs
Ministry of Education, Skills, and Training
Second Floor - 838 Fort Street
Victoria, B.C.
V8V 1X4

Phone: 387-6174

Fax: 356-8851

E-mail: anthomas@galaxy.gov.bc.ca 

It's time to start thinking about your project ideas for 1997/98.

Linda Cooney is the community liaison for 1997/98 B.C. literacy cost-shared projects. To discuss a project idea, contact:

Linda Cooney (in Victoria)
Phone: (250) 381-7080
Fax: (250) 381-7099
E-mail: lcooney@islandnet.com

Application forms and packages for the 1997/98 B.C. literacy cost-shared program will soon be available on the World Wide Web. Visit the MOEST web site at:

<http://www.est.gov.bc.ca/ahp/projects>.

A list of all the projects funded since 1987 is now available at the site.

A look at some 1996/97 B.C. literacy cost-shared projects

The Media Project

Ten literacy lessons will be produced and aired on cable television in Kamloops. Corresponding print lessons will be inserted into the *Kamloops Daily News*. (Kamloops Cablednet, *Kamloops Daily News*, University College of the Cariboo)

On-Line Literacy

The development of an on-line literacy program will give learners in Prince George the opportunity to improve their literacy, computer, and InterNet skills. (College of New Caledonia, Prince George FreeNet, University of Northern B.C.)

Skills for Shoreworkers

A work skills and literacy training program will provide shoreworkers in Prince Rupert with the upgrading they need to participate in millwright and forklift operation pre-apprentice training. (Northwest Community College, United Fishermen and Allied Workers)

Community Success Stories in B.C. and Around the World

An easy-to-read text will be developed to link stories of successful local community development projects in B.C. with stories from other countries. (CoDevelopment Canada, Vancouver Community College)

Small Group Bridging Classroom for Adults: Pilot Program

Small group classes for adult new readers in Kelowna will help learners overcome their fear of the classroom and develop the skills and confidence to pursue further education. (Okanagan University College, Project Literacy Kelowna,)

From Birth to Rebirth: Rites of Passage within the Northwest Coast Clan System

An easy-to-read booklet on the rites of passage for women within the Northwest coast clans will be produced. The information will be gathered through interviews with elders and archival materials. (First Nations Women's Group, Open Learning Agency)

Skills for Success: Workplace Literacy Partnership

Workplace and academic training will be offered to learners in the Fraser Valley. The learners will be trained for jobs such as janitor, retail clerk, or chef and participate in work experience placements. (Salvation Army, University College of the Fraser Valley)

Copies of "1996/97 Cost-shared Projects: Contacts and Goals," a detailed list of all the projects, are available from Literacy B.C.
Phone: 1-800-663-1293.

QuERI: A database of best practices in B.C.

Literacy materials are part of a new on-line database of educational resources developed in B.C.

The QuERI (Quality Educational Resources Inventory) database is designed to make exemplary material developed by B.C. educators widely known and accessible. The database contains descriptions of over 1,300 multi-media literacy, vocational, and academic resources. It also includes resources on topics such as: prior learning assessment, distance education, computer-assisted learning, and life skills, as well as professional development materials.

QuERI is produced by Langara College and funded by the Centre for Curriculum and Professional Development, the Ministry of Education, Skills and Training (MOEST) and the Vancouver Foundation.

The literacy materials on QuERI include all the products of B.C. literacy cost-shared projects since 1987. Among them are the entire *Literacy Materials Bulletin* collection and other resources on topics such as family literacy, workplace literacy, and First Nations literacy. The resources include reports, journals, research studies, learning materials, learners' writings, public awareness kits and videos.

Each QuERI record contains comprehensive information about the resource, including a brief summary of its content and directions about where to obtain it.

All of the cost-shared literacy materials on QuERI are held in the Literacy B.C. resource library. Additional selected literacy materials from the resource library, including materials on literacy and technology, are also catalogued on QuERI. The cataloguing of literacy materials was made possible by grants from the National Literacy Secretariat and MOEST. Money will be made available each year to continue cataloguing new cost-shared resources.

The "Contacts and Goals" - annual annotated lists of cost-shared projects funded from 1987 to 1997 - is also available on QuERI in full text by using the electronic address given in the record.

For further information, contact:

Linda Hale
Langara College
100 West 49th Avenue
Vancouver, B.C. V5Y 2Z6
Phone: (604) 323-5660
Fax: (604) 323-5577
E-mail: lhale@langara.bc.ca 

How to access QueRI

TELNET: library.langara.bc.ca (Enter)
LOGIN: qri (Enter)
You are now in the Langara College
Online Public Access Catalogue.
Choose QuERI Database Catalogue
(Enter) and you're now in QuERI.

Helpful Hint

To see the B.C. literacy cost-shared collection or the "Contacts and Goals," use QuERI Title Keyword. Type "cost-shared" or "contacts and goals."

Two Flight for Freedom Awards land in B.C.

Congratulations to the Neil Squire Foundation, and to Wayne Kingston, for winning two of Canada Post's 1996 Flight for Freedom Awards.

The national literacy awards "honour the contributions of businesses, literacy organizations, teachers, and individuals to the cause of literacy in Canada." This year's awards were presented by Governor General Romeo LeBlanc at a ceremony in Quebec City on September 9, 1996.



The Neil Squire Foundation wins the Governor General's Flight for Freedom Award for developing the Speech Assisted Reading and Writing (SARAW) program.

SARAW is a computer-assisted literacy program developed in B.C. for adults with physical disabilities. The talking computer program gives physically disabled adults who cannot use a standard keyboard the chance to learn basic reading and writing skills. More than 200 literacy and community groups in Canada use the SARAW system. The SARAW literacy software was developed by Don Bentley of Neil Squire Foundation and Pat Hodgson of Capilano College.

The Neil Squire Foundation, a national non-profit organization based in Vancouver, creates learning opportunities for individuals who have significant physical disabilities by developing innovative services and technologies to meet their needs.

Wayne Kingston wins an Individual Achievement Award for developing his literacy skills and his work "as a tireless advocate for a more literate Canada."

Wayne Kingston of Nanaimo returned to school in 1989 after an aptitude test at work revealed his secret: he couldn't read. Since then, Wayne has learned to read and has made significant contributions to the cause of adult literacy in B.C.

In 1990 Wayne organized the first Provincial Learner's Conference in B.C. and founded B.C.'s first provincial learner's organization, Adult Literacy Learners on the Way. In addition, Wayne was a founding Board member of Literacy B.C.

Wayne recently returned to Malaspina University College where he continues to improve his literacy skills. He also continues to speak out about literacy and to encourage other learners to come forward. He has written letters about literacy to heads of state and corporations all over the world and is currently writing a book about his life. 

LEARN • LEARN • LEARN

More than 50% of calls by potential learners to literacy organizations in Canada are associated with ABC CANADA's LEARN campaign.

That's one of the findings in the report of a research study that tracked the impact of LEARN. The study found that the campaign is having a profound impact on Canadians in every province.

ABC CANADA initiated the multi-media campaign in 1994 to let Canadians know where they can find help to improve their literacy skills. At the centre of the campaign is an easy-to-read ad called the LEARN page which lists one or more phone numbers for literacy groups or referral services in every Yellow Pages™ directory in Canada. The advertising space is donated by the Canadian Yellow Pages™ Service at a media value of several million dollars. The campaign also includes radio, television, magazine and newspaper ads, as well as posters and outdoor ads.

In B.C. the LEARN page appears courtesy of the Dominion Directory Company and lists Literacy B.C.'s provincial toll-free number.

During a 12 week period from January to April 1996, Literacy B.C. and 93 other literacy organizations across Canada asked callers a set of questions developed by ABC CANADA in consultation with the research partners. In addition to tracking the impact of the campaign, some of the questions were

designed to obtain information from callers about factors such as age, level of education, and occupation. Callers were also asked what motivated them to call and what barriers kept them from calling in the past.

Some of the report highlights are:

- ◆ 36% of callers were unemployed.
- ◆ Of those callers in the paid labour force, 53% worked in one of two industries: sales and service (30%); or trades, transport, and equipment operation (23%). Nineteen percent of the general labour force works in these industries.
- ◆ People were motivated to call primarily for reasons relating to work (36%); and self-esteem and confidence (32%).
- ◆ Most learners did not call earlier because they had not known literacy programs existed or how to find them (42%).
- ◆ B.C. receives the highest percentage of LEARN-related calls: 59% of calls to Literacy B.C. during the research period were related to LEARN.

The Impact of ABC CANADA's LEARN Campaign: Results of a National Research Study is available on loan from Literacy B.C. Phone: 1-800-663-1293. ☐



LEARN • LEARN • LEARN

Comments by adults in B.C. who called Literacy B.C. after seeing a LEARN ad.

I think it's beautiful for people . . . they want to learn.

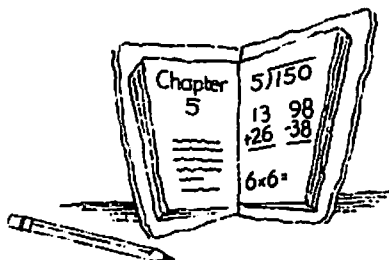
It's the best ad I've ever seen. It made me want to try again.

It made me pick up a telephone. I looked at the ad and figured, "Why not?"

I liked the message, 'helping others learn to learn.' It made me feel it was okay to do it.

LEARN • LEARN • LEARN • LEARN • LEARN • LEARN

Helping people learn to learn.



Are you an adult who would like to improve your reading, writing or math? If so, call the number at the bottom of this page.

There are people in your community willing to help.
You'll soon discover that you're not alone.



Organizations listed below are not-for-profit. This advertisement appears courtesy of BC TEL Yellow Pages™



Literacy is everybody's business.

Call toll free 1-800-663-1293 Literacy B.C.

Thank you, the Dominion Directory Company!

We would like to express our deep appreciation to the Dominion Directory Company, publisher of the B.C. Tel Yellow Pages™, for its generous donation of the LEARN page in every Yellow Pages™ in B.C. This wonderful ad has helped us to reach hundreds of adults in our province who want and need to improve their literacy skills.

News from Literacy B.C.

Meet the Literacy B.C. 1996/97 Board of Directors

Following the Literacy B.C. Annual General Meeting on October 25, new officers were elected to the Literacy B.C. Board. The 1996/97 officers are:

President: Alan Dolman (Okanagan)

Vice-President: Corey Blades
(Northern Lights)

Treasurer: Melanie Austin (Camosun)

Secretary: Trish Harrison (Selkirk)

Learner Representative:

Ingrid Braathen (North Island)

The other Literacy B.C. directors are:

Barbara Bate (Fraser Valley)

Carol Bossio (Malaspina)

Marnie Crowe (East Kootenay)

Debbie DeMare (Cariboo)

Bob Evans (Kwantlen)

Paul Gallagher (Capilano)

Brenda Lee Giles (Vancouver)

Janet Harris (Northwest)

Carol Johnson (New Caledonia)

Kelly Sinclair (Douglas)

We'll miss you!

Three Board members retired this year. We would like to thank **Erna Barwich, Lynda Fownes, and Bob Gadsby** for their dedication and commitment to the work of Literacy B.C.

Who We Are

Our mission is to promote literacy, to support literacy learners, to develop community partnerships, and to present a united voice on literacy.

We are supported by the B.C. Ministry of Education, Skills, and Training; the National Literacy Secretariat; memberships; and donations.

We welcome your news and comments.

You can reach us at:

Literacy B.C.

622 - 510 West Hastings Street

Vancouver, B.C. V6B 1L8

Phone: 1-800-663-1293 toll free in B.C.

(604) 684-0624 in the Lower Mainland

Fax: (604) 684-8520

E-mail: literacy_bc@douglas.bc.ca

WWW: <http://www.nald.ca/lbc.htm>

**Donations to Literacy B.C. are
tax deductible.**

The road ahead for Literacy B.C.

The Literacy B.C. Board has developed a strategic plan to shape our work over the next three years. The plan is based on the mission, values and beliefs of Literacy B.C. Key elements of the plan are:

- ◆ ensuring a strong, sustainable and diverse funding base in order to provide quality services to our constituents
- ◆ maintaining a strong and relevant organizational structure responsive to the needs of our constituents
- ◆ retaining at least 25% learner representation on the Board
- ◆ providing training, support and encouragement to learners
- ◆ ensuring our work is relevant and responsive to the needs of our members
- ◆ retaining quality staff to conduct the operations of the organization

The plan also ensures the continuation of services that will:

- ◆ connect learners in B.C. to the programs they need and want

- ◆ develop new and innovative strategies to create a stronger voice for learners
- ◆ provide information referral and consultation services through a provincial toll-free number
- ◆ build an electronic communications network for literacy in B.C.
- ◆ develop and support workforce education
- ◆ support the development of regional coordination and networks
- ◆ publish a regular newsletter
- ◆ play a leading role in the areas of training and good practice in B.C.
- ◆ proactively seek to influence and react to government policy regarding the access and delivery of basic skills/ literacy programs in B.C.
- ◆ strengthen our research activities to support our public awareness and advocacy work. 

Are you looking for lapel pins featuring the literacy logo?



Look no further than Literacy B.C. We're selling the pins for \$1.10 each, including shipping. Let us know how many you want and we'll ship the pins to you with an invoice.

Phone: 1-800-663-1293

Fax: (604) 684-8520

E-mail: literacy_bc@douglas.bc.ca

More news from Literacy B.C.

A tribute to our donors

We want to thank the following individuals and organizations for donating \$50 or more to Literacy B.C. in the past few months:

Beautiful B.C. Magazine
Boys & Girls Clubs of
Greater Vancouver
Coast Mountain Photography
Tracey Defoe
George Ditchburn
Evaluation Publishing
The Globe & Mail
The Hydrecs Fund

Manthorpe Law Offices
Maritime Life
Micro Computers & Graphics
Monarch Communications
Rita Morin
R. Toneff Enterprise
Superior Propane
Pam Sutherland
Tanro Holdings Ltd.

And to the many people who give donations of up to \$50, thank you!
We appreciate everyone's support.

A special thank you to the Angus Reid group which donated
two flip charts for use in our training workshops.

Workforce Education Initiative Underway

A new Workforce Education Initiative is continuing the work of the 1995 Foundation Skills Project. The project is managed by Literacy B.C. and funded by the National Literacy Secretariat.

The Initiative has two goals:

- ◆ To provide B.C. with a central source of information about workforce literacy programs, practitioners, and resources. A database of workforce literacy practitioners, resources, programs, clients, and funders is in development. A listing of relevant workforce literacy resource materials has been completed and is available for distribution.

- ◆ To stimulate greater awareness, dialogue and action about workforce literacy among business, specific industrial sectors, labour, government, educators, and other stakeholders in B.C. Promotional materials, meetings with stakeholders, and a series of discussion forums are planned.

For more information, contact
Stacey Huget at Literacy B.C.:

Phone: 1-800-663-1293

Fax: (604) 684-8520 

1996 Superior Propane Learner Award

A learner from Castlegar has won the 1996 Superior Propane Learner Award.

Dwayne Schmidt received the award at the Literacy B.C. Annual General Meeting on October 25, 1996 in Vancouver. The \$250 annual award is donated by Superior Propane as part of its support for literacy and the PGI Golf Tournament. It is given to an adult learner who has shown substantial or exceptional progress in a literacy program.

Dwayne attended an ABE program at Selkirk College last year to improve his reading and writing. He plans to return to college in January 1997 to achieve his grade 12.

Improving his literacy skills has been important to Dwayne: "Now I read all the time. It's great. It's opened up a lot of doors for me. I've taken steps towards changing my life and walking

on my own," he says. Dwayne, who has three young daughters, adds, "It was all for my family. I want to keep progressing for my kids. If they see I can do it, so can they."

In nominating him for the award Dwayne's instructor noted, "He showed great interest in sharing his abilities and life experiences with others in the class . . . he has a real, determined desire to succeed . . . and to continuing in the ABE program in order to achieve his goals."

From all of us at Literacy B.C., congratulations, Dwayne! We wish you continued success in your studies. 📖

Superior
Propane Inc.



**Dwayne Schmidt
and
Brenda Lee Giles**

Brenda received the Superior Propane Learner Award in 1994.

Announcements

The Movement for Canadian Literacy Moves Toward Change

The Movement for Canadian Literacy (MCL) has hired a new interim Executive Director to help guide the national literacy organization through a period of change.

J. Craig McNaughton has 19 years of extensive professional experience. His appointment is effective from November 18, 1996 to May 31, 1997.

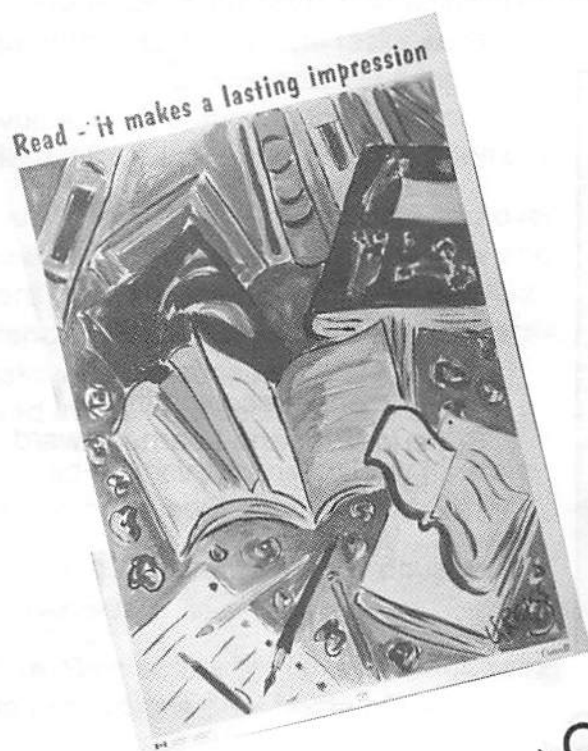
During the past year MCL has examined its role in an effort to become a stronger, more relevant organization. Recently, the MCL Board accepted a new strategic direction and plan. The plan includes: stronger ties to the provincial and territorial literacy organizations; a new and smaller Board; a very focused work plan; and strong learner leadership and support.

Susan Sussman, President of MCL, says, "We are thrilled to be moving forward with a new and talented Executive Director who will help steer MCL through this critical transition period."

Contact:

J. Craig McNaughton
Interim Executive Director
Movement for Canadian Literacy
Second Floor - 458 McLaren Street
Ottawa, Ontario K1R 5K6

Phone: (613) 563-2464
Fax: (613) 563-2504
E-mail: mcl@magi.com



Free Poster

This multi-coloured poster was produced by the National Literacy Secretariat. The poster is on heavy stock and measures 2' x 2'10".

Copies are available free of charge from Literacy B.C.
Phone: 1-800-663-1293.